DOCUMENT RESUME

ED 337 238 JC 910 486

AUTHOR Fadale, LaVerna M.; Winter, Gene M.
TITLE Serving Special Needs Populations in Postsecondary Occupational Education: A Synthesis of Program Approaches.
INSTITUTION State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS AGENCY New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE 90
NOTE 28p.; Project supported by funds from the Carl D. Perkins Vocational Education Act.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Students; Ancillary School Services; Community Colleges; Educational Legislation; *Learning Disabilities; *Limited English Speaking; Models; *One Parent Family; Program Descriptions; *Special Needs Students; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS *New York

ABSTRACT

The Two-Year College Development Center undertook a project to identify two-year college programs in New York State that successfully serve one or more of the special needs populations targeted by the Carl D. Perkins Act. Four special needs populations were targeted for in-depth study: single parents/homemakers, learning disabled, limited English proficient, and adult students in need of training/retraining. Surveys were distributed to the chief academic officers at 62 State University of New York, City University of New York, and independent two-year colleges. Usable surveys were returned by 65.5% of the institutions, generating descriptions of 102 activities and programs. Four groups of 5 to 8 institutions each were selected as sites for in-depth study of the four special needs populations. During the next two years, 113 program staff members and 133 students/clientele participated in group interviews and completed questionnaires. Among the needs identified as common to all or most of the selected populations were the need to gain self-confidence, to acquire information about legal issues, and to set realistic goals. In addition, many program objectives and activities were identified as common across programming for all four populations. This report reviews specific program activities and objectives for each of the four special needs groups, presents a summary model program and flow-chart, provides recommendations, and lists detailed program and service strategies for each of the four groups. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED337238

SERVING SPECIAL NEEDS POPULATIONS IN POSTSECONDARY OCCUPATIONAL EDUCATION: A SYNTHESIS OF PROGRAM APPROACHES

Two-Year College Development Center
University at Albany, State University of New York

in cooperation with

The Bureau of Postsecondary Grants Administration,
New York State Education Department

LaVerna M. Fadale, Project Director
Gene M. Winter, Center Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. M. Fadale

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Summer 1990

JC 910 486

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
INTRODUCTION	1
OVERVIEW	2
Single Parents/Homemakers	2
Learning Disabled	2
Limited English Proficient	3
Adult Students in Need of Training/Retraining	3
SURVEY RESULTS	3
MAJOR NEEDS OF SELECTED SPECIAL POPULATIONS	6
OBJECTIVES AND ACTIVITIES COMMON ACROSS SPECIAL POPULATIONS	7
A SUMMARY MODEL	11
PROGRAM FACTORS UNIQUE TO EACH POPULATION	13
Single Parents/Homemakers	13
Learning Disabled Students	14
Limited English Proficient Students	14
Adults in Need of Training/Retraining	15
A CONCLUDING RECOMMENDATION	15
REFERENCE LIST	18
APPENDIX A	19

ILLUSTRATIONS

	Page
Needs of Selected Special Populations	6
Major Common Program Objectives for Selected Special Populations	7
Common Program Activities for Selected Special Population Groups	9
Task and Service Summary Model: Special Needs Populations	12

A product of a research and development project supported by funds from the Carl D. Perkins Vocational Education Act administered by the Bureau of Postsecondary Grants Administration, New York State Education Department.

SERVING SPECIAL NEEDS POPULATIONS IN POSTSECONDARY OCCUPATIONAL EDUCATION: A SYNTHESIS OF PROGRAM APPROACHES

INTRODUCTION

The Carl D. Perkins Act has served as a stimulus for two-year colleges to initiate or expand program and service alternatives to a number of special needs populations--disadvantaged, disabled, single parents/homemakers, returning adults, criminal offenders and individuals encountering sex bias/stereotyping. Those considering allocation of funds often expressed concerns about successful program strategies, realistic objectives and relationship of needs to program components. In order to respond to these and related concerns, the Two-Year College Development Center, University at Albany, in cooperation with the Bureau of Postsecondary Grants Administration, New York State Education Department, undertook a project designed to identify two-year college programs that successfully serve one or more of the special needs populations, and to determine relationships between program components/strategies and the needs of a specific clientele. Currently the project is in its final year and this effort serves as the culminating activity.

This activity has two purposes: 1) summarize the major outcomes of the multi-year project; 2) provide an overview of the manner in which VEA funding has been used to serve populations targeted within the current authorization, with particular attention to comparisons of similarities and differences across programs serving selected populations.

OVERVIEW

During 1987-89, four of the populations designated by the Perkins Act were targeted for in-depth study. In some instances, parameters of the group under study were well defined, often as part of legislation. In other instances, definitions were less clear and compiled from a number of sources including professional consensus and State Education Department guidelines. For clarity, each targeted group is subsequently defined to help readers relate their perceptions of these targeted populations to those within this study.

Single Parents/Homemakers. Single Parents/Homemakers are defined as individuals who have not worked in the labor force for a substantial number of years but have provided unpaid services in the home for family members. Their source of support during those years (public assistance or income of another family member) is no longer available, and these individuals are unemployed, underemployed and experience difficulty in obtaining or upgrading employment.

Learning Disabled. Although there is no universal definition, programs have generally defined learning disabled clientele in postsecondary occupational education as one or more of the following:

-- A permanent but often invisible difficult-to-diagnose disorder that prevents individuals of normal/above-average intelligence from receiving, organizing or expressing information in a conventional manner. Word analysis, reading comprehension, spelling, written expression, mathematical computation, processing and problem solving are common areas of deficiencies for learning disabled college students/adults.

-- Deficient academic skill development that requires more extensive attention that can be provided in regular remedial courses; sometimes found in conjunction with a display of creative, technical or artistic talent.

-- Significant discrepancy between estimated learning potential and actual performance.

Limited English Proficient. Limited English Proficient students in postsecondary occupational education are generally defined as follows:

> Individuals with a native language other than English who have deficiencies in the English language, and are identified as needing language instruction in order to successfully complete a postsecondary career program by high school records, country in which educated, screening, testing or other assessment results. (LEP students in two-year colleges may range from highly educated individuals with some postsecondary education in their native country to recent immigrants illiterate in their native language.)

Adult Students in Need of Training/Retraining. This adult population is usually defined operationally as individuals with adult responsibilities who initially seek job skills as contrasted to matriculation as full-time students. Unlike other special populations, adults in need of training or retraining is inclusive rather than exclusive. A single parent can also be an adult. Many if not all disadvantaged students are adults; in fact, many if not all students in two-year colleges can be considered adults. Colleges that recruit persons from the community for programs offering occupational training opportunities will attract adult students who may have one or more special needs beyond skill training. When this occurs, staff strive to link people to additional resources to help them overcome their particular problems.

SURVEY RESULTS

In order to identify programs that served these special needs populations, a survey was distributed to Chief Academic Officers at 62 State University of New York, City University of New York and independent two-year colleges. A response rate of 65.5% resulted in 102

descriptions of activities and programs and related general information for special needs populations. All were compiled into a compendium and distributed statewide during the fall of 1987.

Most frequently identified programs served the broadly defined disadvantaged population. The types of programs and services fell primarily into two categories: support services usually defined as advisement, counseling, or other outreach services to specific groups that profited from extra assistance in accessing college offerings, and instructional programs that included a variety of developmental studies/remedial programs, tutoring services and/or courses designed specifically for disadvantaged students.

Second most frequently identified were programs for adults in need of training or retraining. Although programs and services were primarily training/instruction or supportive, the content focus ranged widely.

Programs for single parents/homemakers and the reduction of gender bias were next in frequency. These programs included a range of efforts from those with a long history of service to those initiated because of the change in focus by the Perkins Act. Too, these programs were often linked with other community/educational agencies to facilitate delivery of outreach counseling, advising and child care services.

Programs for disabled students included some that targeted the learning disabled. The programs included a wide range of activities from availability of tutors to focused recruitment activities.

Some reported programs that provided a coordination of services to all or several special population groups.

The major program outcome of all reported programs was increased college enrollment, particularly through outreach efforts to various special needs groups. Perkins Act resources provided many of the opportunities for promoting involvement by various populations.

These 102 entries served as the basis for selection of programs for more in-depth study during subsequent phases. Using selection criteria of frequency, scope, reported effectiveness and information availability, colleges were designated as sites for study of the following special populations:

Adults in Need of Training/Retraining

Corning Community College
Kingsborough Community College
Niagara County Community College
Tompkins-Cortland Community College
Westchester Community College

Learning Disabled Students

Bronx Community College
Elizabeth Seton College
Erie Community College
Fashion Institute of Technology
Fulton-Montgomery Community College
Onondaga Community College

Limited English Proficient Students

Borough of Manhattan Community College
College of Aeronautics
Erie Community College/City Campus
Fashion Institute of Technology
Long Island Educational Opportunity Center
Monroe Community College
Rockland Community College

Single Parents/Homemakers

Cobleskill College of Agriculture and Technology
Genesee Community College
Hudson Valley Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Sullivan County Community College

During the two years of collecting data on the special populations, 113 representative staff members and 133 representative students/clientele participated in group interviews and completed questionnaires. For each population, a resource publication was compiled. All related publications are identified in the Reference List of this document.

MAJOR NEEDS OF SELECTED SPECIAL POPULATIONS

The data identified major needs of each of the special populations studied. It was found that several basic or primary needs were common to the targeted populations. As subsequently indicated, the needs to gain self-confidence and coping, a sense of worthiness and self were common to the four studied groups, and existed as a theme throughout rationale and perspective of the programs.

Needs of Selected Special Populations

	SP/H	LEP	LD	Adults
To gain self-confidence, a positive sense of worthiness, a sense of empowerment/coping and/or acceptance	XX	XX	XX	XX
To acquire information about legal issues, consumerism, benefits and services, such as available support, referral agencies	XX	XX	XX	
To set realistic goals based upon personal aptitudes and feasible options	XX	XX	XX	
To update/upgrade skills toward acquiring a more satisfying job	XX			XX
To become self-reliant	XX		XX	
To successfully complete appropriate educational program		XX	XX	
To acquire English language skills		XX		

Two needs were common to three of the four targeted groups: to acquire information about topics such as legal issues, consumerism, benefits, and available services, and to set realistic goals based upon personal aptitudes and feasible options.

At least two of the populations identified needs of updating and/or upgrading employability skills, becoming self-reliant or a self-advocate, and successful completion of an appropriate educational program.

Acquiring English language skills was identified as a need primarily in one targeted group - Limited English Proficient. The need for greater skill with language in the broader sense of communications, however, was a need shared by many of the special populations.

OBJECTIVES AND ACTIVITIES COMMON ACROSS SPECIAL POPULATIONS

Since it was found that several of the needs were common across the populations, it followed logically that some program objectives were similar regardless of which of the four populations were primarily served. Data resulted in the identification of the following nine objectives as common across programming for all four populations:

Major Common Program Objectives for
Selected Special Populations

1. To empower participants to attain self-sufficiency, acquire self-confidence and effectively market themselves
2. To develop awareness of alternatives and a decision-making process to make personally beneficial choices among career and education options
3. To facilitate access to education and promote retention through maximizing academic support
4. To coordinate and provide information and facilitate awareness of available services, resources, and programs
5. To encourage independence, self-awareness of needs as well as ability to learn, and appropriate alternatives/accommodations

6. To network and articulate with appropriate external agencies and internal staff

7. To provide students with the linguistic and cultural knowledge needed to achieve academic success and competency in careers in order to become productive American citizens

8. To help students to acquire skills needed to survive the educational setting and to perform productively in their chosen careers

9. To help students manage and organize time most effectively

Targeted objectives consistent with the specialized needs of the four special populations also existed. The targeted program objectives are subsequently categorized by population:

Targeted Program Objectives--

Single Parents/Homemakers

To provide support and guidance to an individual in attaining independence as a person and as a paid worker

To promote effective parenting

Learning Disabled

To teach and promote self-advocacy

To identify previously undesignated students with learning disabilities

Limited English Proficient

To develop awareness and understanding of American cultural expectations and help equip individuals for cultural demands in careers/employment situations

To improve language and communication skills to a level that permits LEP students to effectively function in regular career courses and pass required skills/placement/competency exams

Adults in Need of Training/Retraining

To upgrade job skills

As shown by the listing, targeted objectives were those more directly related to the deficiencies of each special population, and therefore became a function of population characteristics.

Many program activities exhibited a similarity across the special populations studied and are subsequently categorized by the areas of: Recruitment and Access, Instruction, Support and Development and Career Growth.

Common Program Activities For Selected Special Population Groups

Recruitment and Access

Provide information about the college, its programs and traditions to help promote integration and socialization of individuals

Hold seminars/other activities in the community to provide information and facilitate recruitment

Network with agencies and encourage on-site presentations to provide information and facilitate recruitment and referrals

Reduce anxiety and help individuals' transition into a collegiate atmosphere, provide counseling and advising as appropriate

Recognize that access consists of intake, assessment, financial aid and placement

Concentrate on a goal assessment package through testing, advising, counseling and placement

Arrange for campus visitations

Provide assistance with admissions procedures

Instruction

Provide remedial classes, labs, skill centers, workshops for writing, reading, spelling, and study skills; computer labs; etc.

Provide training, supervision and follow-up to tutors in skill (reading, spelling, writing, and math) and content areas, offer peer tutoring, group tutoring, and study groups

Recognize that the total student must be served and must function effectively as an individual; emphasize building a sense of self and positive self-esteem throughout program

Incorporate individual conferences as part of support for instruction

Be interconnective with the rest of the college and facilitate support services availability

Use innovative and creative approaches when teaching

Emphasize that education can be continued given an appropriate attitude

Use several instructional approaches such as modeling, small groups, partner learning, and individualize activities in order to meet all learning styles; individualize instruction to the extent possible; approximate activities required in career areas

Integrate academic skills and content in instruction as appropriate

Recognize that classroom environments must be flexible and sensitive to diverse backgrounds. Be open to changes in the population and ready to adjust the program accordingly

Support and Development

Establish a centralized "place of contact"

Provide opportunities for interaction with peers/others facing similar situations

Provide opportunities for open discussions with focus to confidence-building

Facilitate exploration of personal, social, community networks

Market availability of peer support, child care, transportation allowance and other support services as appropriate

Provide opportunities to serve as role model, peer counselor, guest speaker, etc.

Provide inservice for faculty/staff to make faculty aware of program areas and needs of special populations

Cooperate in efforts to determine additional campus needs

Participate in professional development activities for self-improvement, and for greater awarenesses and understandings

Assist students in finding jobs in related career areas; help with resumes, interview skills, job-search techniques, etc.

Be aware that volunteers may be a viable alternative to help meet needs of students

Provide assistance, information and referral to aid in problem-solving needs

Offer interpersonal activities designed to stimulate and promote self-development, growth and positive associations; build a sense of self through counseling and monitoring activities

Provide tutoring and workshops to upgrade academic skills

Coordinate related services that recognize and address individual problems

Provide personal, academic and career counseling

Provide group counseling and/or peer support group opportunities

Career Growth

Facilitate acquisition of general decision-making skills through topical workshops, seminars, group and individual consultations

Provide assessments of job/educational interests and skills

Increase awareness of potential educational and career options, hold informational meetings about work and educational alternatives, salary potential, resource materials, on-site field trips/visitations to workplace, college and/or outreach recruitment

Encourage job search skills through help in resume preparation and completing job applications, role playing of interview process, instruction/modeling use of job search skill techniques, and/or information/workshops on employment readiness

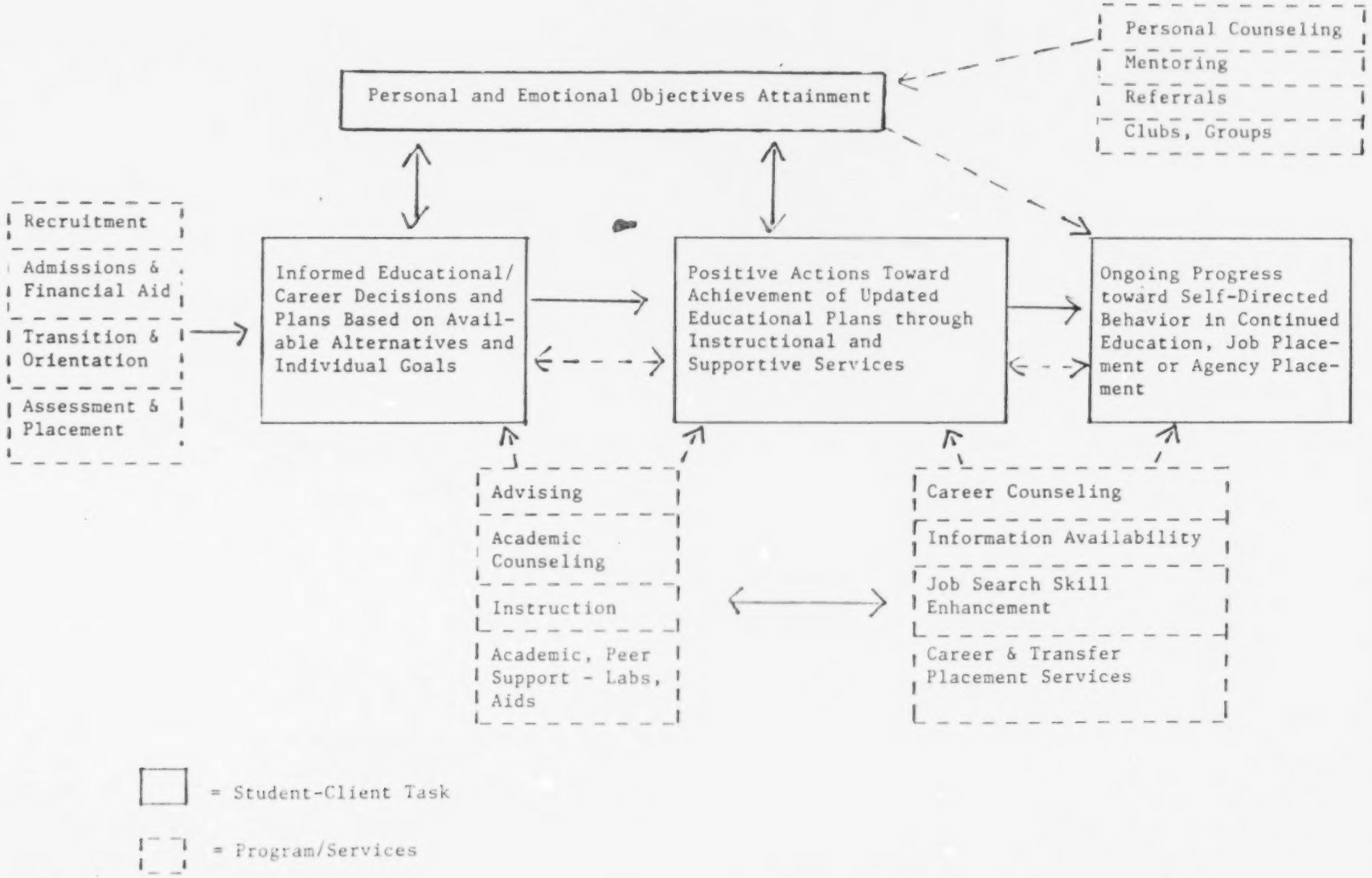
A SUMMARY MODEL

Three major student tasks emerged as relevant to all four populations: making informed decisions, taking positive action and continuing to make progress towards the goal. Combining these student-client tasks with programs and services enacted to support the student, resulted in the following model that summarizes programming for special needs populations. The tasks are applicable to all student populations, as are services which vary only in degree and emphasis.

The first student task is to make some personal choices about education and/or career directions. Until the student decides, however tentatively, on some course of action, programming must focus on providing accurate information about options and help in choosing what to do.

Once educational and career decisions are made and are followed by positive actions to achieve those decisions, (such as educational

TASK AND SERVICE SUMMARY MODEL: SPECIAL NEEDS POPULATIONS


Personal Counseling
Mentoring
Referrals
Clubs, Groups
Personal and Emotional Objectives Attainment
Recruitment
Admissions & Financial Aid
Transition & Orientation
Assessment & Placement
Informed Educational/ Career Decisions and Plans Based on Available Alternatives and Individual Goals
Positive Actions Toward Achievement of Updated Educational Plans through Instructional and Supportive Services
Ongoing Progress toward Self-Directed Behavior in Continued Education, Job Placement or Agency Placement
Advising
Academic Counseling
Instruction
Academic, Peer Support - Labs, Aids
Career Counseling
Information Availability
Job Search Skill Enhancement
Career & Transfer Placement Services
= Student-Client Task
= Program/Services

programs leading to employment), the ongoing process continues toward achieving self-directed behavior, a sense of independence and responsibility. As tasks are achieved concurrent with personal and emotional objectives, individuals become well-adjusted, productive citizens.

Regardless of the special needs group addressed, it becomes important that cooperation exists in helping to determine whatever additional needs exist on the campus or finding alternatives toward upgrading or expansion of services. Also, it is necessary that counseling, advising and referral services are available for an individual within any of the special populations. Academic support through remedial classes and labs, plus tutoring and skill centers are crucial to academic success of all these special populations. Access to the institution and many activities to facilitate that access, such as campus visitations, orientation, community outreach are also needed regardless of the special population being served.

PROGRAM FACTORS UNIQUE TO EACH POPULATION

As there are common needs across the four populations, so are there specific rationale, objectives and activities geared to meet unique needs of each population. The program emphases by population are subsequently summed.

Single Parents/Homemakers. In SP/H programs, clients learn about themselves, coping skills and awareness of the range of options open to them. Subsequently many choose to further their education at a two-year college or other educational institution. Others choose to secure gainful employment.

-- Although associated with a host two-year college, the more

successful SP/H programs have a recruitment focus that goes beyond the college program and traditional clientele. Education is one alternative offered and usually a later rather than early need of clients.

-- SP/H programs often offer specially designed workshops targeted to specific topics such as budgeting, legal issues, financial management and small group/individual counseling and advising sessions.

-- Because coordinator and staff are crucial to program success, it is strongly recommended that each program be staffed with carefully selected individuals. Staff competency and dedication are major reasons for program effectiveness.

Learning Disabled Students. Programs for learning disabled students are apt to be a set of specialized support services organized to provide tools for coping with individual deficiencies and capitalizing on individual strengths within a college setting. Programs are similar in that ongoing counseling and advocacy are major priorities as they play a supportive role to academic and vocational instructional activities. As a result, learning disabled students learn to accept and cope with their deficiencies, to become their own advocates and to achieve a sense of success regarding educational and/or career options.

-- Programs may emphasize planning, evaluating, etc. prior to college entrance; others may focus on support after admissions.

-- Although there is no universally accepted definition for learning disabled students, two-year college programs operationally define their clientele in terms of diagnoses, academic skill competency or discrepancies between potential and performance.

-- Learning disabled students view peers who are motivated, hardworking and persistent as successful. Program staff view clients who pass courses, graduate or reach their personal educational goals as successful.

Limited English Proficient Students. Limited English Proficient students face a number of problems, cultural differences, lack of self-concept/esteem, situational and educational difficulties as well as language and communication deficiencies. To facilitate mainstreaming

LEP students into regular career/academic programs, two-year colleges offer a variety of programs and support services.

-- Limited English Proficient students often enter college with a cultural background that differs from other students generally.

-- Values, social behavior, expectations, and perspectives along with language can be individually unique.

-- The acquisition of English language skills plus infusion into the American culture are critical prerequisites to success in career and education.

Adults in Need of Training/Retraining. The notion of "program" may be misleading when thinking about this population since most efforts focus on coordinating and facilitating entry to existing courses or programs.

-- Every two-year college offers in some measure credit/noncredit training opportunities, job and/or industry specific or generic skills applicable to a range of work situations.

-- Adults in need of training or retraining may have special needs beyond occupational training because they can also be single parents, physically or learning disabled, disadvantaged, unemployed, a victim of sex bias, a returnee to college or incarcerated.

Appendix A provides a more detailed compilation of program activities and strategies for each of the four special populations.

A CONCLUDING RECOMMENDATION

The major results of the multi-year effort examining four special populations have been summarized to provide an overview of efforts directed at the special populations targeted by Perkins legislation.

The data show more similarities than differences in programs for the targeted populations; however, there are a few real and often obvious differences in needs and skill competency. Commonalities found in program objectives and activities grow from the similarity of client

needs, especially at the access or intake time points. Regarding financial support patterns, it appears that most programs depend upon external funding such as Perkins for their continuance, at least at current activity levels.

The extent of similarities of needs and resultant support services across targeted populations, coupled with the degree of dependence on VEA funding, suggest the feasibility of combining or coordinating services and programming for greater efficiency. When client numbers are large enough, a program is apt to have a home base with one or more staff specialists. In some instances, particularly at larger urban institutions, programs and services specially designated for each of the targeted populations will in all probability continue to be the preferred approach. At smaller colleges, combining resources to concentrate on a particular service for several client groups might be a more reasonable approach.

At colleges where coordination appears as the preferred alternative, it may be practical as well as useful to establish a common facility or office that can serve as an entry point for all students with unique problems, regardless of special need. The facility, office or center should have a core staff who will listen with genuine concern and facilitate client access to appropriate support systems already in place across the college such as counseling, tutoring, or remedial instruction. The office could act as the link or liaison between all groups of special-needs students and appropriate services through referrals and follow-up on these referrals to insure appropriate actions.

In order to function effectively, the center must be staffed with individuals who are receptive and sensitive to problems that most

special populations must resolve before education and training can become a lasting priority in their lives. In addition, a "center for individual services" or other title that denotes welcome, transition assistance, advice and support to potential students in the community should have as part of its staffing or referral network, professionals with an understanding of the special needs within each population. The challenge to all staff members providing services and information through such a "center" would be to maintain the ability to adjust and successfully relate to the different personalities and the varying expectations held by people in the different special populations.

The facility and its core staff may be portrayed as offering advocacy for a wide range of special needs, and working on behalf of each individual. This approach provides an opportunity for students to begin at an accessible "right place" rather than having to search out a number of "right people." A coordinated approach should reduce overlap and omissions of services that can exist among different offices.

In conclusion, since it seems highly unlikely that many colleges will have the luxury of unlimited funding for programs and services for each of the increasingly diverse populations entering our community and technical colleges, a cooperative coordinated approach may be the most efficient way to offer quality services to the range of needs exhibited by segments of students and clients within the community.

REFERENCE LIST

A Compendium of Postsecondary Programs that Serve Special Needs Populations. Albany, NY: Two-Year College Development Center, University at Albany, Fall 1987.

Summary Profile: Programs for Single Parents/Homemakers in Postsecondary Occupational Education. Albany, NY: Two-Year College Development Center, University at Albany, Fall 1987.

Summary Profile: Programs to Support Learning Disabled Students in Postsecondary Occupational Education. Albany, NY: Two-Year College Development Center, University at Albany, Fall 1988.

Summary Profile: Programs to Support Limited English Proficient Students in Postsecondary Occupational Education. Albany, NY: Two-Year College Development Center, University at Albany, Fall 1989.

Summary Profile: Selected Programs for Adults in Need of Training/ Retraining in Postsecondary Occupational Education. Albany, NY: Two-Year College Development Center, University at Albany, Winter 1988.

APPENDIX A

PROGRAM/SERVICE STRATEGIES FOR SELECTED SPECIAL POPULATIONS

Single Parents/Homemakers

Personal Adjustment

-- Structured workshops or instruction to address assertive training, communication skills, coping techniques, color analysis/dress; weekly sessions/workshops for a period of approximately six weeks (using staff consultants, role models, etc. as presenters)

-- Presentation/discussion by psychologist with opportunity for questions and answers; personal/personality assessments to highlight character strengths

-- Demonstration/discussion of how to dress, color, style, etc.; discussion/presentation on nutrition; discussion/presentation on general health issues related to women

-- Presentation/discussion by attorney; peer discussions; individual consultations

-- Presentation/discussion on financial management and related topics by qualified consultants; individual consultations

Decision Making and Taking Action

-- Information on availability of career programs at educational institutions (college, BOCES, etc.); counseling/advising referral services; linkages established with service providers of ABE/GED/ESL classes, academic skill tutoring, remedial instruction, counseling/advising; workshops to address financial aid, available resources and services that help support skill/education enhancement; opportunities for functioning as an employee in such capacities as peer counselor, day care aide, work study, peer tutor, etc.

-- Peer support groups to facilitate networking; referral links with provider agencies, low-cost services/professionals; group counseling

-- Access to campus day care facilities; affordable child care rates; advisement regarding child care resources; workshops in parenting skills; opportunities for involvement in child's day care activities

Progress Toward Self-Directed Behavior

-- Maintaining accessibility for consultations, information, referrals; follow-up contacts by mail, phone; newsletter as a vehicle for sharing among SP/H and providing updated information; opportunities to participate in follow-up sessions

Adults in Need of Training/Retraining

-- Coordinate procedures to achieve assessment of previous knowledges and experiences

-- Offer noncredit courses for skill upgrade or for enrichment

-- Hold seminars structured as team-taught interdisciplinary experiences to provide a base of success and peer support

-- Hold training workshops structured to reflect needs of community

-- Implement a needs assessment as appropriate and maintain networking with professionals, employers and agencies

-- Maintain an up-to-date collection of resource materials and sources

-- Provide advising and counseling services

Learning Disabled

Support/Advocacy

-- Provide training/education for learning disabled students who frequently do not understand learning disabilities generally, or their own specifically or Section 504

-- Provide information about learning disabilities and appropriate educational strategies for assisting learning disabled students to faculty, staff, and tutors

-- Faculty/staff should have an opportunity for professional development in:

- Awareness of and sensitivity to the needs of students with learning disabilities

- Classroom strategies for working with students with learning disabilities

- Prerequisite courses and skills which students with learning disabilities need to enroll in a college program

-- Periodic meetings and consultations with faculty

-- Follow-up to assure that designated accommodations are provided and assist students and faculty in implementation of accommodations

-- Maintain linkages with community agencies/organizations that provide support and services for students; serve as ombudsman

-- Presentations on the learning disabled college student for other schools and agencies

-- In conjunction with college placement services, determine

employment possibilities in area to help with advisement, including investigation of the feasibility of using accommodations in a work setting

-- Assist students in selection of colleges for transfer-application process; make arrangements for interviews, testing, etc.

Planning/Awareness

-- Establish a working relationship between admission and special student services personnel

-- Interview students and parents

-- Review transcripts and other appropriate records, etc.

-- Seek family involvement with decision-making, goal-setting and support

-- Hold orientation session with family regarding college options, support services, financial assistance, programs available, necessary skills for success, various legal entitlements under 94-142 versus 504

-- Orient students to facility and scheduling

-- Develop a plan for sharing appropriate instructional materials with secondary level

-- Establish linkages with faculty chairpersons to ensure that appropriate modifications/accommodations are made for students

-- Make appropriate referrals to services at Office of Vocational Rehabilitation or programs at Association of Learning Disabled or to outside professionals for students needing more intensive specific, or long-term treatment

-- Provide academic advisement to students

Instruction

-- Direct training in use of accommodations and in adapting study skills to meet individual needs; for example, a reading assignment prior to lecture compared to listening and then read

-- Access to academic counseling/advising

Accommodations Availability

- Notetakers
- Readers
- Typists
- Alternate testing - oral, untimed
- Access to word processor/computer
- Scribe
- Alternate test locations
- Time extensions - testing
- Reduced course load

- Taped textbooks
- Talking/recorded books
- Course substitutions/waivers
- Calculators
- Tape recorders
- Tape-recorded classes
- Alternate class participation, such as not being asked to read aloud in class
- Other technological aids as appropriate/available

Limited English Proficient

Management/Perspective/Access

-- Do not underestimate what students with limited English proficiency can do, and plan programs/courses to challenge them

-- Expect a wide diversity of age, background, skills, etc.

-- Be aware that a program needs to be well publicized, particularly the support services, as it is difficult to transmit the information in a way that individuals will participate or be brought into the activity

-- Do not lower academic standards for LEP students

-- Be prepared for the considerable length of time that it takes some students to meet minimum proficiency in a language

-- Determine how wide a range of student skill levels can be adequately served within program. Some hard decisions must be made in terms of who can be served given the resources

-- Be ready to help students establish realistic goals, and have procedures in place for reaching these goals

-- Obtain faculty-administrative backing to require LEP courses for appropriate students. Be sure that the local institution is supportive of the effort

-- Carry out sufficient publicity about the program so faculty will refer students

-- Plan time in the program to allow reinforcement of a positive attitude toward the thinking process

-- Be aware and willing to share with colleagues that lack of language is not necessarily equal to lack of intelligence

-- Consider scheduling a section of the first semester computer science course for LEP students to allow them more help with language problems

-- Be aware that students with limited English proficiency are undergoing cultural adjustment daily

-- Incorporate a Learning Disabled component to LEP program

-- Obtain sufficient and secure storage space for materials

-- Pay special attention to how instructors communicate in English

-- Avoid applying mono-cultural solutions to multi-cultural problems

-- Recognize that the job does not have set hours, the population demands extra time. It "goes with the territory" when working with LEP students. Be ready to make a commitment to do more than "put in time," particularly if the clientele has a sizable number of refugees

-- Understand the culture of the foreign-born -- use aggressive yet sensitive counseling as appropriate, learn and avoid idiosyncrasies and cross-cultural problems

-- Screen and be sensitive

-- Establish a network and support system on campus, such as finding ways to expedite receipt of financial aid

Instruction

-- In addition to basic text, use auxiliary/supplemental materials such as readings/articles in the library, tapes for listening, workbooks to use, materials for tutors, etc., use libraries, trips and other sources for life skills from community resources. Promote learning outside the classroom

-- Exhibit student writings in a publication or student magazine; utilize more than one single exit criterion in order to incorporate a number of success indicators

-- Use a team-teaching approach, particularly in transition courses -- LEP to regular career programs. Utilize a cross-departmental approach as much as possible; maintain personal contact with other faculty, particularly in English and in introductory career courses

-- Train students in telephone use -- call-in absences, make appointments, etc.

-- Use the development video script as an alternate approach to teaching writing. Introductory presentations can be used by students as a basis of their progress

-- Recognize that instruction is central to language skill but support services are critical

-- Develop an oral history as a learning activity

-- Provide opportunities for word processing -- it is a tool that reinforces that writing is not just an event but a procedure

-- Provide a "writing service" for "on-call"/emergency help with

writing assignments for content courses

-- Expand the use of audio-visual aids

-- Simplify English used on tests, and/or change written tests and activities if appropriate to oral tests and performance activities; make extensive use of demonstration and examples; encourage students to bring bilingual dictionaries to class; frequently review the names of equipment, materials, etc.

-- Focus instruction on student interests

-- Emphasize communication in English rather than formal grammar

Cultural Integration

-- Be aware of and ready to acknowledge the richness of diversity found within these classes; be willing to talk and utilize it in instruction

-- "Multiculturalize" instruction to include traditions, values and practices of representative cultural groups, including contributions to U.S. society

-- Include formation and guidance about appropriate job behavior in the U.S., including how to get along with peers

-- Provide information about careers and occupations, including salaries and fringe benefits

-- Be aware that social values, culture, society, geography, civil liberties, etc., will all be part of instruction and education for these students

-- Value cultural differences and avoid stereotyping

-- Help student be proud of native language and culture

-- Be aware that the student has a life outside, is undergoing a cultural adjustment on a daily basis, and cultural concerns are met/dealt with each day

-- Be aware that conflicts may arise between the home and school cultures

-- Remember that a LEP student <u>can</u> be successful in the U.S. job market

-- Recognize that a number of students, usually found at lower levels in continuing education, are not literate in any language. Therefore, there is need for these students to "get into" and become familiar with English publications such as newspapers, magazines and books

-- Do not focus on the language deficiency alone but recognize that culture, background and environment in which the student functions must also be considered

28

ERIC Clearinghouse for Junior Colleges

NOV 22 1991